Jotmans Hall Primary School

Positive Behaviour Policy

Written by: Sandra Wall
Date Written: July 2015
Date for Review: November 2015
Approved by the Governors: ………………

Jotmans Hall Primary School

Approved and adopted: November 2015

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies.

Review Date …………………………………………………………………………

SIGNATURES

Pupils
(via the School Council)   ……………………………………………………………….

Governor with
Responsibility for   ………………………………………………………
Positive Behaviour

Headteacher   …………………………………………………………………

Positive Behaviour Support Team

Pastoral and Behaviour Leader – P Lovett ……………………………………………………

Behaviour Manager – S Wall …………………………………………………………………

Behaviour LSA – J Sullivan …………………………………………………………………

Jotmans Hall Primary School Positive Behaviour Policy

Contents.

Aims of the Positive Behaviour Policy

Jotmans Hall Primary School aims:

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage and develop a sense of citizenship in all pupils through learning about their own religion and culture, and through learning about those of others.
- To encourage the children to have a respect for themselves and their environment and to develop a respect and responsibility towards others in the school and wider community.
- To encourage the involvement of both home and school in the implementation of this policy.

Objectives of the Positive Behaviour Strategy.

For the children to show:

- Self confidence
- Self control
- Pride in their achievements
- An interest in their activities
- Respect and tolerance for others
- Empathy with others' feelings.

For the children to develop:

- Responsibility for their learning and their environment.
- An independence of mind and self-esteem.
- A sense of fairness.
- An understanding of the need for rules.
- A respect and tolerance for others' ways of life and different cultures.
- The ability to accept criticism.
- Non-racist or non-sexist attitudes.
- A persistent approach to tasks.
- An acceptable reaction to bullying and abuse.

Expectations

Expectations of children's behaviour:

- To be polite to teachers, support staff, other children and visitors, and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and in assemblies, and to consider the feelings of others.
- To walk about the school quietly and calmly.
- To take a positive role in all classroom activities and to try as hard as they can.
- To wait their turn to talk to members of staff and to each other.
- To value each others work.
- To work and play co-operatively.
- To tell the truth, to take responsibility for their own behaviour and not to make excuses ("They told me to.")

- To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person dealing with the incident.
  - To be able to say sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
- To care for the school and its equipment and to report any damage or graffiti they see.
- To feel responsible for giving a good impression of themselves and the school both within and outside the school.

Expectations of all pupils from all members of staff.

- To listen to them and hear their point of view and show sensitivity to their needs and difficulties.
- To be polite and to address them in a reasonable tone of voice.
- To value all their achievements.
- To reward good behaviour
- To be as fair and consistent as possible when they have misbehaved.
- To ensure that their environment is safe.
  - To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
- To create a positive environment in the classroom and playground.
- To supervise the playground well.
- To trust and to care about them equally, irrespective of gender, race or religion.
- To treat them as individuals and to take an interest in their lives.
- To see each day as a fresh start.
- To ensure that every child has the right to the five outcomes of the Every Child Matters Agenda;
  - o   Be healthy
  - o   Stay Safe
  - o   Enjoy and Achieve
  - o   Make a positive contribution
  - o   Achieve economic well-being.

A Positive Approach

An effective Positive Behaviour Policy is one that seeks to lead children towards high self esteem and self discipline. Consequently, good behaviour arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

Therefore we believe that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishment. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

Thus, the school has a central role in children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to develop high standards of behaviour.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility.

The Curriculum and Learning.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lesson should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conductive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation. Lessons should aim to develop skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

As individual behaviour does not happen in a vacuum certain strategies may include changing the classroom environment for example

1. Regrouping groups.
2. Making groups smaller.
3. Changing seating arrangements.
4. Considering how instructions are given.
5. Providing a checklist of equipment the pupil may need.
6. Introducing a visual task sheet.
7. Teaching and rehearsing appropriate routines.
8. Giving early warnings about changes in routine.
9. Give me 5 procedures.
10. Hand signals.

Raising Self-esteem. These resources can be located in Promoting Positive Behaviour – The Essex Approach – SEN Room.

1. The boast board
2. Achievement mobiles.
3. The most important person in the world.
4. Riddles
5. Smile contest
6. Star of the week/day
7. 'All about me' booklet
8. The friendly box
9. Circle time / Golden time
10. Parachute games
11. Gold awards

Exploring feelings and supporting conflict resolutions – These resources can be located in Promoting Positive Behaviour – The Essex Approach – SEN Room.

1. 'My monsters' and 'Clowns'
2. Travel sheets
3. Castaway
4. Animal sheets, Masks, Worrying adults
5. Duck and Seal – Thermometers and Pass cards
6. Conflict resolution – The 5W's and The Video strip

Improving social communication skills and encouraging friendships - These resources can be located in Promoting Positive Behaviour – The Essex Approach – SEN Room.

1. A class friendship book / discovery book
2. A friendship tree
3. Making friends activities
4. Telephone activities
5. Assertive responses to name calling activities
6. Celebrating differences activities
7. Strategies for playing games successfully
8. Role-play

The School has bi-annual PSHE weeks to promote and develop positive behaviour around the school.

Social and Emotional Aspects of Learning (SEAL)

The SEAL materials help children to develop social and emotional skills, which underpin the PSHE framework. SEAL resources are kept in the Special Needs Room.

Within the SEAL resources there are seven themes.
1. New beginnings
2. Getting on and Falling out
3. Going for Goals
4. Good to be me
5. Relationships
6. Changes
7. Say No to bullying.

SMART Thinking strategy.

Interpersonal and thinking skills programme

8.15 Some children are calling you names in school.
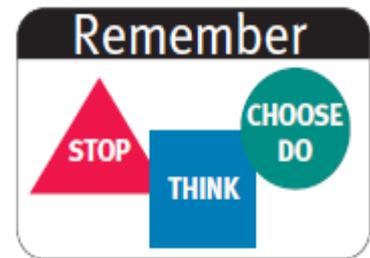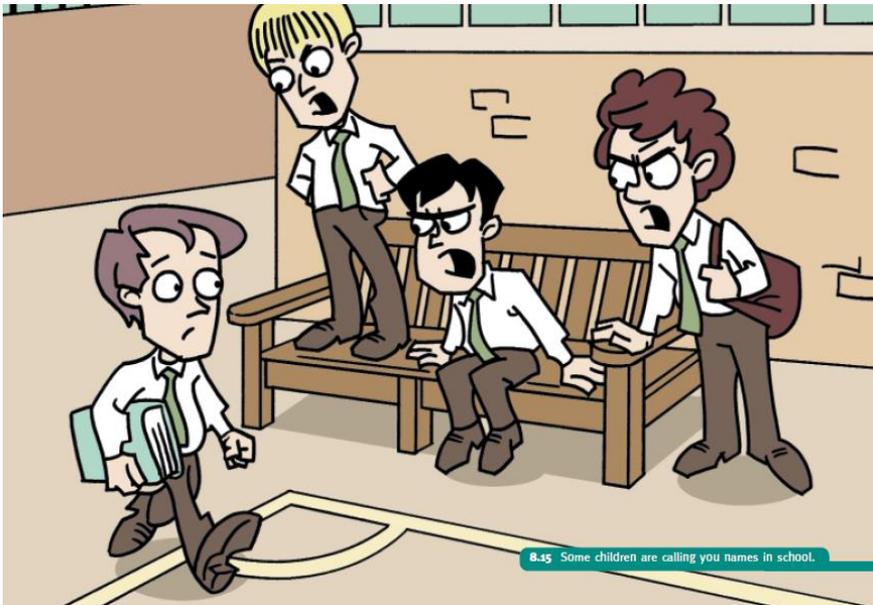
This strategy encourages children to "Stop" "Think about their actions and consequences" then "Choose" a particular action whilst being aware of the consequences of their actions.
All resources are kept in the Special Needs Room.

Rules

Rules and procedures should:
• Be kept to a necessary minimum.
• Be positively stated, telling children what to do rather than what not to do.
• Actively encourage everyone involved to take their part in their development.
• Have a clear rationale and are made explicit to all.
• Be consistently applied and enforced.
• Promote the ideas that every member of the school has responsibilities towards the whole school.

School Rules – these are displayed around the school.

• To respect each other and treat others as we would like to be treated ourselves.
• To keep our school and ourselves tidy and smart.
• Walk sensibly around the school at all times.
• To look after each other and be polite.

The role of the School Council

The role of the School Council is the 'Voice of all Children' throughout the school. The School Council consists of a boy and a girl from each class. These children are elected by their peers and are seen by their peers to be good role models i.e. they are mature, sensible, capable of making choices and able to promote the thoughts of their peers.

School Councillors wear special badges that identify them throughout the school

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding activities that will spread a positive message around the school. It is envisaged that they will play an important part in implementing the rules.

Classroom Rules.

At the beginning of each academic year through a discussion between the Class Teacher and pupils, each class makes a set of rules pertaining to their particular class. These rules are displayed clearly within the classroom.

SMART Dining Rules.

These rules are displayed around the dining hall for all children to see during lunchtimes. These rules can be altered after Lunchtime behaviour observations.

Playground Rules

These rules are displayed on the doors going out into the playground and are altered depending upon the time of the year and after Playground behaviour observations.

Rewards for Positive Behaviour.

Classroom Rewards.

House Points for good work and working to the best of their ability.
SMART Thinking charts for good behaviour in class
Individual Class Teachers reward strategies
Golden Time
Stickers
Smiley face charts
Star of the week
Special responsibility jobs
Notes to Parent/Carers
Monitor jobs
Certificates
Verbal praise and smiling at children.
Showing work to a member if the Senior Leadership Team.
Headteacher stickers
School reports
Termly roll call of pupils whose names have not been in the Behaviour Book to be displayed in main entrance.
Summer Picnic with Behaviour Team for pupils whose behaviour has been exceptionally positive all year.
Half termly meetings by Behaviour Team to analyse the playtime, lunchtime and lesson time incidents.
The Class Teacher will praise the behaviour of pupil's not mentioned in the playground and lunchtime Behaviour Books. Lists of these pupils will be updated termly.

Assemblies

Praise Assemblies to celebrate children's achievements outside school.
Year 6 Leavers Assembly
Learning Assemblies to promote a positive learning ethos.

Weekly Positive Behaviour Tree announcements for each Class to inform the whole school of their current Class Point score.

Playground rewards – Class Points from Teachers on duty.

Lunchtime rewards

1. Lunchtime Leaves – the pupil with the most leaves from each class with receive a prize.
2. Lunch in the Interactive Garden for Year 6 pupils – weather permitting
3. Stars / Stickers / Certificates

Rewards for positive behaviour observed by members of staff other than the Class Teacher.

	Early Years / Year 1 / Year 2	Year 3 / Year 4 / Year 5 / Year 6
Art afternoon	10 class points	50 class points
PE afternoon	25 class points	75 class points
Non uniform day	50 class points	100 class points

There will be a noticeboard to celebrate the success of each class's positive behaviour. During each weekly Praise Assembly the noticeboard will be updated.

Lunchtime Strategies to support Positive Behaviour during Lunchtime.

Each half term the Behaviour LSA will meet with the MDAs to discuss activities and games within the playground each lunchtime. The School Council will meet before this meeting so that feedback from pupils can be discussed within these meetings. Once a rota of activities has been devised, this will be presented to the whole school, by the School Council during an assembly. This is to ensure that all children have access to a wide variety of activities during lunchtime.

MDA staff will become known as Play Supporters. One Play Leader will visit each class before lunchtime to ascertain which children may need more support during the lunchtime.
The Play Leader will also check that any children who have been identified by the Behaviour LSA as needing extra support (Blue Group), need any extra help during lunchtime.

Turnaround Club (Red Group). This is a club run each lunchtime for those children whose names have been recorded more than 15 times in the lunchtime behaviour book, and who are becoming at risk of a lunchtime exclusion. The children will have their lunch with either the Pastoral Leader or Behaviour LSA.
At 12.40 p.m. these children will go out onto the playground with support from either the Pastoral Leader or Behaviour LSA.
The aim of the Turnaround Club is to support targeted children to interact and deal with social situations in a more unstructured environment.

Jotmans Hall Primary School Playtime Behaviour Sheets

Jotmans Hall Primary School -
Playtime behaviour record sheet

Date:	Name of pupil (s)	
Details of Incident		Consequences
Where? Field/Playground Cloakroom/toilets Other _____ When? During Break End of Break Type of incident: Verbal Physical Defiance Other		Spoken to Sent to (name) _____ Signed:_____
What happened (Include how it started)		Outcome - - - - - - Level 1 2 3

Reporting incidents at Lunchtime form.

Jotmans Hall Primary School -
Lunchtime/Playtime behaviour record sheet

Date:	Name of pupil (s)
Details of Incident	**Consequences**
Where? Field/Playground Dinner Hall Cloakroom/toilets Other _____ When? During Break/Lunch End of Break/lunch Type of incident: Verbal Physical Defiance Other	Spoken to Sent to bench/table for _____ minutes. Sent to Hall Sent to (name) _____ Signed:_____
What happened (Include how it started)	Outcome - - - - - - Level 1 2 3

12

Graduated Approach to negative behaviour during Learning Periods.

Concerns raised by Parent/Carer

A child's behaviour is not following the class or school rules. Classroom procedures for negative behaviour are followed. If a pupil reached the red traffic light their name will be recorded on the register of pupils sent out during lesson times. The pupil will be warned that one more incident will result in them being sent out of the classroom.

Parent/Carer to discuss incident with their child's Class

A child's behaviour is continually disrupting the learning of the other children in the class.
Level 2/3 Register of Pupils sent out completed – sent to Middle leader. Behaviour LSA to monitor records and inform Behaviour Manager if a child's name is persistently mentioned. This will be discussed during the half termly Behaviour Team meeting.

Child refuses to leave the classroom. Pastoral Leader or Behaviour Manager / Behaviour LSA called to remove child from classroom. Level 3

Class Teacher and Behaviour Manager to discuss reported incidents. Note to the Teacher form.

Behaviour Manager to discuss incident with child/children and organise further reasonable negative consequences were appropriate.

Level 3 - Behaviour Manager and Class Teacher to meet with Parent/Carers or phone call to be made to Parent/Carers – record on school log.
Discuss behaviour targets and IEP – ESA.

Behaviour Manager / Pastoral Leader to discuss incidents with child and organise appropriate negative consequences.

Level 3 - Class Teacher/Behaviour Manager to discuss incidents with Pastoral Leader / SLT
Level 3 - notes to be made on Register of Pupils sent out form / entry on isolation record / Discussion with Parent/Carers / EBSD IEP

Pastoral Leader and Behaviour Manager to meet with Parent/Carers.
Discussion as to whether further support can be provided through Inclusion Policy EBSD section. Record on school log / Letter warning of an exclusion.

Headteacher and Pastoral Leader to meet with Parent/Carers. Notes recorded in School Log / Exclusion

Headteacher / Pastoral Leader and Governing Body.
Exclusion procedure.

Jotmans Hall Primary School

Record of Isolation Periods

Date:	Name:

Behaviour:

Discussion with Parent/Carer:

Length of isolation:

Further Actions: Consistent Management Plan / SEN Register / Outside Agencies.

Register of Pupils sent out during Learning Periods.

Class: ……………………………………………………………………   Week beginning:……………………………………………………………….

Date	Name of Pupil	Time / Subject	Level of Behaviour 1 / 2 / 3	Behaviour	Action – Level 1 and 2 – Middle Manager Level 3 - SLT	Further consequences decided by MLT / SLT

J Sullivan will collect these monitoring sheets each Friday afternoon. J Sullivan will contact the Parent/Carers of any child who has been sent out of a classroom for the third time.

The Classroom behaviour strategies are to be employed at all times – Traffic Light system.
If a pupil reaches the red level a level 1 / 2 behaviour is to be recorded on this form.
The Behaviour Team will monitor these sheets half termly. Copies of the analysis will be given to all Class Teachers. Praise will be given to those pupils whose names are not mentioned on the forms.

Graduated Approach to negative behaviour at Playtimes, Lunchtimes and after school activities.

Concerns raised by Parent/Carer

Initial discussion by Teaching and Non Teaching staff with child/children involved in the incident. Level 1

Initial discussion by / Lunchtime Play Leaders and Keyworker Play Leaders with child/children involved in the incident. Level 1

Parent/Carer to discuss incident with their child's Class Teacher.

Incident recorded in playtime or lunchtime behaviour book. ABC analysis Level 1 and Level 2

Depending upon severity of incident, Behaviour LSA / Pastoral Leaders / Behaviour Manager to be called.

Discussion by Teaching, Non Teaching Staff or Play Leaders with Behaviour LSA / Behaviour Manager

Class Teacher and Behaviour Manager to discuss reported incidents.

Behaviour LSA / Behaviour Manager to discuss incident with child/children and organise reasonable negative consequences were appropriate. All consequences are to be recorded in the playground and lunchtime behaviour files. Level 2 / Behaviours to be monitored during half termly Behaviour Team meetings. Pupil's names for Turnaround Club to be discussed.

Behaviour LSA to monitor playground and lunchtime behaviour books. Analysis of incidents by Behaviour LSA / Behaviour Manager and Pastoral Leader

Pastoral Leader / Behaviour Manager to discuss incidents with child and organise appropriate negative consequences. Isolation form to be completed.

Persistent L2 / 3 behaviours - Phone call by Behaviour LSA/Behaviour Manager to Parent/Carers. Notes to be recorded in School Log. Discuss behaviour targets and IEP – ESA and warning if Isolation Period is being considered.

Behaviour LSA / Behaviour Manager to discuss incidents with Pastoral Leader. Level 3

Pastoral Leader / Behaviour Manager /Behaviour LSA to meet with Parent/Carers. Notes recorded in school log. Discuss behaviour targets / IEP – ESA+ / Lunchtime Isolation

Pastoral Leader and Behaviour Manager to meet with Parent/Carers. Notes recorded in School Log Initial letter re lunchtime Exclusion / Isolation periods

Headteacher and Governing Body. Exclusion procedure.

Level 1	Level 2	Level 3
Name calling	Throwing objects at other children.	Spitting at another person
Unkind remarks	Spitting on school property	Racist, sexist or homophobic comments. **All offensive comments are recorded in the Offensive Comments File. This file in monitored by the SLT.**
Pulling faces at other people	Provoking an argument	
Throwing objects	Swearing at another child	
Misuse of school property	Rough play – pinching, pushing etc	Swearing at an adult
Play fighting	Messing about in the toilets	Running away and ignoring adults from an adult
Spitting on ground	Deliberately playing in an area which the children know they should not be in.	Rude to an adult
Swearing		
Not following the SMART Dining rules.	Lying	Fighting – any hitting, kicking, punching etc
Not following current playground rules.	Accusing people of wrongly behaving, on purpose.	Biting
Coming into school building during times when they should be in the playground.	Inappropriate harassment – touching, nasty words	Throwing dangerous objects
		Bullying
	Ignoring instructions	Stealing
Calling out	Throwing classroom equipment across the classroom.	Damaging property on purpose
Not starting work when requested		Continuing behaviour from level 2
Coming off task during learning periods	Damaging pencils, rulers and rubbers on purpose.	
	Continuing behaviour from level 1	

This list was compiled with the support of the School Council 2009 / 2010

Sanctions

Although rewards are central to the encouragement of positive behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be clear what changes in behaviour are required to avoid future sanctions.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major forms of negative behaviour.
- It should be the behaviour rather than the person that is punished.

When dealing with all forms of inappropriate behaviour, all staff should follow these three over-riding rules.

1. **Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
2. **Logical consequences** – A logical consequence is a sanction that should 'fit' the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.
3. **Fresh start** – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

The majority of incidents of low level negative behaviours can be dealt with through the strategy of having a quiet word with the child or children involved with reference to the school rules.

Level 1

In the classroom:

- Traffic light system / Green, Amber, Red cards – three warnings system
- Loss of a few Golden Time minutes
- Losing part of a playtime (this should not be the whole of the playtime period and the child should be with an LSA)
- Being sent to the classroom of a Middle Leader
- Finishing work in their own time i.e. playtime or lunchtime
- Verbal apology to member of staff or to another child

In the playground and lunchtime – all incidents to be recorded in behaviour books.

- 5 minutes timeout -, child should be sent to sit on the 'Time Out' table in the playground.
- Verbal apology to member of staff or to another child

Level 2

In the classroom:

- Loss of Golden Time
- Losing several playtimes (this should not be the whole of the playtime period and the child should be with an LSA)
- Written apology to a member of staff to another child
- Finishing work over several playtimes or work sent home to complete.
- Working in Middle Leader's classroom for a specified period of time.
- Behaviour Manager / Behaviour LSA and Class Teacher to meet with Parent/Carer

In the playground and lunchtime – all incidents to be recorded in behaviour books.

- Losing several playtimes (this should not be the whole of the playtime period and the child should be with an LSA)
- Lunchtime – losing part of lunchtime play, child should be sent to the 'Time Out' chair in the lunch hall.
- Written apology to a member of staff to another child
- Other appropriate negative consequence decided by Behaviour Manager / Behaviour LSA.
- Behaviour Manager / Behaviour LSA and Class Teacher to meet with Parent/Carer.

Level 3

In the classroom:

- Working in Senior Key Stage Leader/Pastoral Leader's Classroom for a specified period of time.
- Child to discuss behaviour with Senior Key Stage Leader/Pastoral Leader.
- Meetings with Parent/Carers which involve Pastoral Leader / SLT and Behaviour Manager/Behaviour LSA.
- Referral to Pastoral Leader and EBSD procedures – see Inclusion Policy
- Written apologies to adult or another child
- Finishing work over several playtimes or work sent home to complete.
- Child sent to Headteacher / Pastoral Leader.
  - Extreme cases - Withdrawal of privileges such as trips, representing the school during sporting activities and other activities.
- In cases of extremely poor behaviour or if there are no responses to all previous strategies, children will be excluded from school. Exclusions are very serious and we hope to avoid them by home and school working together. Any type of exclusion is made known to our Governors (we may arrange meetings with the Governors prior to a possible exclusion) and it is recorded in the child's file. Parent/Carers have a right to appeal against an exclusion).

In the playground and lunchtime – all incidents to be recorded in behaviour books.

- Working in Senior Key Stage Leader/Pastoral Leader's Classroom for a specified period of time.
- Child to discuss behaviour with Pastoral Leader / Behaviour Manager.
- Meetings with Parent/Carers which involve Pastoral Leader / SLT and Behaviour Manager.
- Referral to Pastoral Leader and EBSD procedures – see Inclusion Policy
- Written apologies to adult or another child
- Child sent to Headteacher / Pastoral Manager.
- Extreme cases – child to go home for lunchtimes for a specified period of time.
- Extreme cases - Withdrawal of privileges such as trips, representing the school during sporting activities and other activities.
- In cases of extremely poor behaviour or if there are no responses to all previous strategies, children will be excluded from school. Exclusions are very serious and we hope to avoid them by home and school working together. Any type of exclusion is made known to our Governors (we may arrange meetings with the Governors prior to a possible exclusion) and it is recorded in the child's file. Parent/Carers have a right to appeal against an exclusion.

Roles within the School Community

The Role of the Governors

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the School Positive Behaviour Policy, but Governors may give advice to the Headteacher about particular disciplinary decisions and about matters of behaviour.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998 to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed term exclusions.

The Role of the Pastoral Leader:

- The Pastoral leader has a responsibility to uphold the Positive Behaviour Policy.
- To ensure that all staff are familiar with the Positive Behaviour Policy
- To work with the School Council to collect their views and opinions concerning school rules, rewards and sanctions.
- To carry out behaviour walks and observations throughout the school at various times of the year and report to the Senior Leadership Team.
- To support those children who have been identified as having Emotional, Behavioural and Social Difficulties through the Inclusion Policy.
- To support those children whose behaviour has been judged as level 3.

The Role of the Behaviour Manager:

- To support children through the Anti Bullying Policy. Once a Parent/Carer or pupil has reported a case of bullying the Class Teacher will meet with the Behaviour Manager to arrange support through the anti bullying strategy. The Behaviour LSA will work with the Behaviour Manager to implement the anti bullying support groups.
- To support Class Teachers through the 'Note to the Teacher' strategy. If a Class Teacher needs further support when investigating concerns raised by a Parent/Carer, they are to meet and discuss these with Behaviour Manager.
- To carry out half termly climate walks to look at the behaviour strategies used within the classrooms e.g. traffic light system, class points etc. Climate walks will also involve talking to children about the behaviour in their class. Any concerns raised will be discussed with the Pastoral Leader.
- To write EBSD IEPs for those children at ESA.
- To support those children whose behaviours have been judged as level 1 and 2.

The role of the Behaviour LSA:

- To support those children whose behaviour has been judged as level 1 and 2.
- To support children who have been placed on ESA+ and SIP for EBSD during lesson periods.
- To ensure that records of lunchtime behaviour incidents and lesson period behaviour incidents are kept up to date and monitored. Analysis of the behaviour records will form the basis of the Governors report.
- To support children through the anti bullying strategy.
- To support identified children during the lunchtime period.

The behaviour team will meet half termly to monitor the effectiveness of the Positive Behaviour Policy. This meeting will take place after the half termly meeting between the Pastoral Leader, Behaviour LSA and Midday Assistants.

The Role of the Class Teacher, Middle Leaders and Senior Leaders

Teaching Staff have a responsibility to uphold the Positive Behaviour Policy.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the Positive Behaviour Policy.

All non-teaching staff should ensure that all children follow the school rules at all times to ensure a calm atmosphere in the classrooms and other school areas.

Mid-day assistants have a responsibility to follow the Graduated Approach to negative behaviour at Playtimes and Lunchtimes

The Role of Parent/Carers.

Parent/Carers have a vital role to play in their children's education. It is very important that Parent/Carers support their child's learning and co-operate with the school. We are very conscious of the important of having strong links with Parent/Carers and good communication between home and school. Thus the school works collaboratively with Parent/Carers, so children receive consistent messages about how to behave at home and school

We expect Parent/Carers to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by Parent/Carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.
Guidelines are available, to all school staff on how to deal with unacceptable behaviour by Parent/Carers. These guidelines are on the notice board outside the staff room.

If the school has to use reasonable sanctions to put into place negative consequences for a child, Parent/Carers should support the actions of the school.
If Parent/Carers have any concern about the way their child has been treated, they should initially contact the Class Teacher.

Ten ways that Parent/Carers can help support the Positive Behaviour Policy.

1. Let your child know the standard of behaviour you expect and how hard you expect them to work. Explain to your child the agreement you signed when your child started school.

2. Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.

3. Make sure your child keeps the rules when they are with you in school or on an outing.

4. Help your child to be on time and to remember anything they need for school (Reading books, BOB books, swimming kit etc).

5. Check for and read the newsletter and other letters that come home from school so you can talk to your child about what is going on.

6. Make sure your child gets a good night's sleep on 'school nights'. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence.

7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child………. But bear in mind that s/he may not give you the full story and may use emotive language ("he just beat me up")

8. Try not to react to every little upset so your child learns to get things in proportion and how to cope for themselves.

9. Be positive with your child and reward them for good things they do at school.

10. Pleased do not expect to leave all discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them.

Parent/Carers will be sent a copy of this information.

Policy Statement on the Use of Reasonable Force

Jotmans Hall Primary School has a policy agreed by staff and the Governing Body regarding The Use of Force to Control or Restrain a Pupil.

The School makes reference 'Guidance on the use of Physical Intervention, including other physical contact in all Educational Establishments in Essex Local Authority – May 2011' and to 'Guidance on the 'Use of Reasonable Force', DFE 2012

The Headteacher/ Pastoral Leader or nominated person is authorised to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following :-

- Committing a criminal offence.
- Injuring themselves / others.
- Causing damage to property (including their own).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a learning lesson or elsewhere.

Reasonable Force

1. Reasonable force covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
3. Reasonable in the circumstances means using no more force than is needed.
4. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil.

Authorised Staff

The Headteacher / Pastoral Leader are authorised at Jotmans Hall School to use reasonable force to control or restrain pupils. The class teacher is also given authorisation but must send for the Headteacher or Pastoral Leader to assist.

Types of incident

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories :

a)   where action is necessary in self-defence or because there is an imminent risk of injury;
b)   where there is a developing risk of injury, or significant damage to property;
c)   where a pupil is behaving in a way that is compromising good order and discipline.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend upon the individual circumstances.

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).

See photographs from Team - Teach

Examples of situations that fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.

Practical Considerations

Before intervening physically a teacher should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

A calm and measured approach to a situation is needed and a teacher should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Sometimes a teacher should not intervene in an incident without help (unless in an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The teacher should inform pupil(s) that he or she has sent for help.

Until assistance arrives the teacher should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

Application of Force

Physical intervention can take several forms. It might involve staff:
- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding;
- Pushing;
- Pulling;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of "reasonable force": for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone , or throwing something.

Schools cannot use force as a punishment. It is always unlawful to use force as a punishment.

Searching pupils without consent.

Headteachers and authorised staff can use reasonable force given the circumstances to conduct a search for the following prohibited items:
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

Force cannot be used to search for items banned under the school rules.

Recording Incidents

It is important that there is a detailed, contemporaneous, written report of any occasion (except minor or trivial incidents) where force is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.

The school keeps an up-to-date record of all such incidents. Immediately following any such incident the member of staff concerned should tell the Headteacher or a senior member of staff and provide a written report as soon as possible afterwards.

Jotmans Hall Primary School Incident Report Form

Name of person completing the form…………………………………………………….Date…………………………………

Where and when did the incident occur?

Date:………………………………………………………

Time:…………………………………………………………

Place:……………………………………………………………

Activity:…………………………………………………………

Pupil causing the incident:…….

Persons affected by incident (staff, pupils, other):…………………………………………………………………………

………

Description of incident: (attach additional sheet if necessary)

Who was involved?

What happened before the incident?

Describe the incident.

What happened after?

Details of Physical Intervention used (if appropriate):

Which Physical Intervention)s) were used?

Who carried out the intervention?...

If an unplanned/emergency intervention was used please describe it in detail below.

Effects of incident   Was anyone injured?   Yes/No

Name:………………………………………….Nature of injury……………………………………………………
Remained at school: Yes/No

Name:………………………………………….Nature of injury………………………………………………………
Remained at school: Yes/No

Reporting the incident

Name of person who reported the incident:……………………………………………………………….

Name of the person it was reported to:…………………………………………………………………

Further discussion required: Yes/No

Parents/carers of pupil causing incident were informed: Yes/No (seek advice from SMT prior to phoning)

Date:……………………….Time:…………………By whom:…………………………Informed of PI used:……………

To be completed by a senior member of staff

LA Accident form to be completed: Yes/No

Action Points:

Signed: Date:

Complaints

Schools do not require parental consent to use force on a pupil in the case of a serious incident.

In deciding what is a serious incident, teachers should use their professional judgement and consider:
- pupil's behaviour and the level of risk presented at the time of the incident.
- the degree of force use.
- the effect on the pupil or member of staff.
- the child's age.

It is essential to involve parents where an incident occurs with their child, in order to avoid complaints from parents. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and Social Services department under child protection procedures.

If a complaint is made:
- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law (they have used reasonable force in order to prevent injury, damage to property or disorder) this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that their allegations are true. It is not for the member of staff to show that they have acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of excessive force. The School refers to the 'Dealing with Allegations of Abuse against Teachers and other Staff' guidance.
- The school will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a teacher is suspended, the school will ensure that the teacher has access to a named contact who can provide support.
- The Governing Body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against a teacher.
- As an employer the school has a duty of care towards our employees. The school will endeavour to provide appropriate pastoral care to any member of staff who is subject to a formal allegation following the use of force incident.

Physical Contact With Pupils in Other Circumstances

It is not illegal to touch a pupil.

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550A of the 1996 Act. Some physical contact may be necessary to:
- Demonstrate exercises or techniques during PE lessons or sports coaching.
- Giving First Aid
- When comforting a distressed pupil.
- Demonstrating how to use a musical instrument.
- When a pupil is being congratulated or praised.

- Holding the hand of a pupil at the front/back of a line when going to assembly or when walking together around the school.

Young children and children with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background, or because they have been abused. It is important that all staff receive information on these children. In addition, the school will need to develop clear common practice towards particular groups of children and events.

There should be a common approach where staff and pupils are of different sexes. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence, and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

Safeguarding

The Inclusion Policy follows the procedures and guidelines set out in the School Safe Guarding Policy.

Exclusions

The school follows the guidelines set out in the DFEE document entitled ' Social Inclusion – Pupil Support' Circular No 10/99 – July 1999.

Interventions from Team – Teach.

7a T Wrap for smaller child

Wrap arms across body, hold above wrists, lean hip in, turn head away.

Friendly hold (hands down by hips)

Single elbow (pull hands up to waist height and push hips in)

Figure of four (hand goes over wrist)

Double elbow (arms around the back and clas the other persons wrist, pulling inwards)

Small child escort – cup hand under arm (not under the armpit), other hand on shoulder.

Steering away using soft cupped hands

Side step in – sequence of movements

Side step in – sequence of movements